



Job Announcement: Teacher Induction & Clear Credentialing (TICC) Part-Time New Teacher Mentor (Coach) Position

About Reach

The Reach Institute for School Leadership is a non-profit graduate school of education, founded in 2004 with credential programs beginning in 2007. The Reach Institute includes four primary programs:

1. An Intern Teacher Credential Program for teachers earning their preliminary credentials through an alternative credentialing pathway;
2. A Teacher Induction and Clear Credentialing Program for teachers earning their clear credentials (with a Master's in Teaching option);
3. An Instructional Leadership Academy providing intensive training for emerging instructional leaders, leading to administrative credentials and a Master's in Educational Leadership; and
4. A whole school improvement program to support school leaders in improving instruction in their schools. Partner schools may access a single program or offering, or may implement Reach across the leadership continuum in their schools.

Reach was designed to meet the needs of educators learning complex skills while on-the-job and in challenging environments. Toward this end, Reach has developed the following six integrated and overlapping strategies:

- *Personalized Professional Development*: Each candidate develops and implements an Individualized Learning Plan with the help of peers, experienced leaders, and coaches. The plan is regularly referenced, reflected on, and updated based on evidence of the candidate's progress.
- *Job Embedded Coaching*: While learning about individual school contexts, experienced coaches support the development of candidates' practice through questioning, instruction, collaboration, observation, and feedback. Coaching occurs cyclically as a process of building awareness, taking action, analyzing results, and changing attitudes.
- *Integration of Knowledge and Practice*: Reach candidates are supported to apply knowledge gained from research to continually develop skills while immediately impacting and improving their classroom, program, or organization in pursuit of equitable student outcomes. Course instruction is designed utilizing best practices in professional development and adult education.
- *Inquiry Mindset*: The relevant and applied curriculum of Reach courses engages candidates in repeated cycles of inquiry. These cycles take a variety of forms, all of which contribute to the development of an action-research orientation that assists candidates in not only analyzing practice but in making and implementing evidence-based decisions to improve practice.
- *Reflective Communities of Practice*: In order to build classroom and instructional leaders who are committed to and support one another's growth, candidates meet in cohorts and small inquiry groups and develop the habits of mind to look deeply at their own and each other's practice, offering feedback and inquiries to help one another identify the obstacles and avenues to great work.
- *Evidence Based Evaluation*: Reach utilizes multiple summative, formative, quantitative, and qualitative measures of student learning, student engagement, teacher practice, leader practice, and school effectiveness as tools for continuous analysis and improvement.

The Reach Institute is in its tenth year of programming and partners with close to 70 schools, districts and agencies in the Bay Area. To date, over 550 teaching and administrative credentials have been earned through Reach programs.

Overview of the Position

The part-time Teacher Induction mentor will work in the Teacher Induction and Clear Credentialing (TICC) Program, supporting novice teachers employed at partner schools. Reach partner schools are currently located in the South Bay, East Bay, and San Francisco regions.

Role & Responsibilities

This position reports directly to the Program Coordinator for the Teacher Induction and Clear Credentialing (TICC) Program for the following:

Mentoring

Mentors work one-on one with new teachers to guide them through inquiry-based processes in order to develop effective habits of mind and practice while also addressing “just in time” needs in order to support the growth and development of candidate learning.

Responsibilities include:

- Meet regularly with each assigned candidate (minimum one hour each week).
- Guide new teachers in assessing their own practice, setting goals, and planning for growth
- Engage in focused observation and feedback cycles
- Support teachers with engaging in focused inquiry cycles
- Attend and complete all requisite mentor trainings.
- Participate in all program evaluation processes.

Qualifications

Required:

- A valid California clear teaching credential with English learner authorization
- Experience working with diverse student populations in urban settings
- Minimum three years successful classroom teaching
- Demonstrate a commitment to professional learning and collaboration

Preferred:

- Experience mentoring, coaching and fostering the growth of novice teachers
- Familiarity with Induction (formerly known as BTSA) in varied K-12 school structures and environments (e.g., district, charter, alternative, etc.)
- Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the CSTP
- Proficiency with technology

Mentor Benefits include:

- A \$2,000.00 stipend (yearly) per candidate supported.
- Increased professional growth in mentoring and coaching skills
- Fully subsidized Graduate level foundations in coaching courses that result in:
 - 2 Graduate units upon successful completion of each course
 - Opportunity to earn a “*Foundations in Coaching*” Certificate

Additional Job Details:

- Required travel to agreed upon Bay Area partner schools (weekly), mentor trainings and meetings (occasionally).

Priority application deadline is July 27, 2018. We will accept resumes and cover letters until the positions are filled. Interested applicants should send a resume and cover letter to induction@reachinst.org.

No phone calls please. This position begins August 6, 2018.

Job Details

- Required travel: 90% local travel time to partner schools
- The main office is located in Oakland
- Some required meetings. Dates available on Mentor Calendar.

Note: Resumes being accepted until the position is filled. This position begins August 6th (flexible start time may be possible).

To Apply: Interested applicants should send a **resume** and **cover letter** to induction@reachinst.org. Please include “TICC New Teacher Mentor” in the subject line of the email. No phone calls please.